

HUNTINGDON SPECIAL SCHOOL DISTRICT

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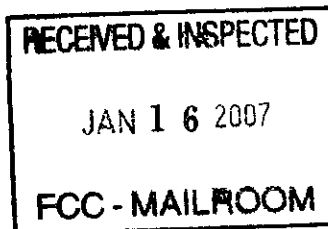
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DOCKET FILE COPY ORIGINAL

January 8, 2007

TO Federal Communications Commission
Office of the Secretary
445 12th Street, SW
Room TW-A325
Washington, DC 20554



SUBJECT: Letter of Appeal

To Whom It May Concern:

Reference CC Docket No. 96-45 and CC Docket No. 02-6

Applicant Name: Huntingdon Special School District
Billed Entity Name: Huntingdon Special School District
Billed Entity Number: 128478
Form 471 Application Number: 504027
Funding Request Number: 1390343
Point of Contact: Dr. Steve Peery
Huntingdon Special School District
585 High Street
Huntingdon, Tennessee 38344
Phone: 731-986-2222
Fax: 731-986-4365
Email: peerys@k12tn.net

Enclosed, please find the following:

(1) Funding Commitment Decision Letter from Universal Service Administrative Company dated September 19, 2006

(2) Administrator's Decision on Appeal – Funding Year 2006-2007 from Universal Service Administrative Company

(3) Huntingdon Special School District Technology Plan Number 1 covering the time frame 2004-2008

(4) Huntingdon Special School District Technology Plan Number 2 covering the time frame 2006-2011

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The abovementioned funding request was denied by USAC due to the following reason:
"Documentation indicates that you did not have a written Technology Plan at the time the Form 470 was filed. FCC rules require applicants to have a written tech plan, at the time the Form 470 is filed, if they are seeking discounts for more than basic phone service." (See page 5 of 5 of the Funding Commitment Decision Letter)

An appeal was filed with USAC and the appeal was denied. (See Administrator's Decision on Appeal, dated December 20, 2006)

The final step in the appeal process was a direct appeal to the FCC which is the main point of this letter. Huntingdon Special School District wishes to appeal the decision of USAC on Form 471 Application Number 504027 and specifically Funding Request Number 1390343.

Submitted for your consideration is the following:

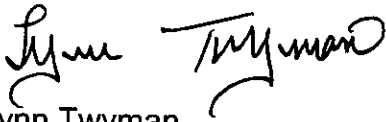
The reason for the denial was due to the fact that USAC has said that the district did not have a Technology Plan at the time the Form 470 was filed in December 2005. That is not the case. Huntingdon Special School District did have a Technology Plan when the Form 470 was filed. That Technology Plan is enclosed. Below is an explanation of why two Technology Plans are enclosed.

(1) Technology Plan Number 1: Technology Plan was written in 2003 and covered the time period FY 04-08. This particular Technology Plan was approved in June 2003. At the time the Form 470 was filed this was the Technology Plan that Huntingdon Special School District was working under. This in itself is enough to satisfy the requirement of the FCC and USAC should have recognized that fact.

(2) Technology Plan Number 2: This Technology Plan was written in 2005 and covers the time period 2006 through 2009. This Technology Plan was approved in June 2006. The reason for this Technology Plan was because of the state's new requirement for the Tennessee Comprehensive Systemwide Planning Process which encompassed the Technology Plan.

In essence, there was an overlapping of two separate approved Technology Plans. Both plans are very similar and cover the high level planning of the district. As you can see, Huntingdon Special School District did meet the requirements of the FCC by having a high level approved Technology Plan in place when the Form 470 was approved.

Please consider this request for appeal as this district feels as though it did everything necessary to warrant approval for this funding request. Thank you for your consideration.



Lynn Twyman
Director of Schools
Huntingdon Special School District



Steve Peery, Ed.D.
Director of Technology
E-rate Coordinator
Huntingdon Special School District

4 Encl
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Universal Service Administrative Company

Schools & Libraries Division

FUNDING COMMITMENT DECISION LETTER
(Funding Year 2006: 07/01/2006 - 06/30/2007)

September 19, 2006

Dr. Steve Peery
HUNTINGDON SPECIAL SCHOOL DIST
585 HIGH STREET
HUNTINGDON, TN 38344

Re: Form 471 Application Number: 504027
Billed Entity Number (BEN): 128478
Billed Entity FCC RN: 0011671765
Applicant's Form Identifier: ENA Y9

Thank you for your Funding Year 2006 application for Universal Service Support and for any assistance you provided throughout our review. The current status of the funding request(s) in the Form 471 application cited above and featured in the Funding Commitment Report(s) (Report) at the end of this letter is as follows.

- The amount, \$27,024.60 is "Denied."

Please refer to the Report on the page following this letter for specific funding request decisions and explanations. The Universal Service Administrative Company (USAC) is also sending this information to your service provider(s) so preparations can begin for implementing your approved discount(s) after you file Form 486 (Receipt of Service Confirmation Form). A guide that provides a definition for each line of the Report precedes the Report.

A list of Important Reminders and Deadlines is included with this letter to assist you throughout the application process.

NEXT STEPS

- Work with your service provider to determine if you will receive discounted bills or if you will request reimbursement from USAC after paying your bills in full
- Review technology planning approval requirements
- Review CIPA requirements
- File Form 486
- Invoice USAC using the Form 474 (service provider) or Form 472 (Billed Entity) - as products and services are being delivered and billed

TO APPEAL THIS DECISION:

If you wish to appeal a decision in this letter, your appeal must be received by USAC or postmarked within 60 days of the date of this letter. Failure to meet this requirement will result in automatic dismissal of your appeal. In your letter of appeal:

1. Include the name, address, telephone number, fax number, and (if available) email address for the person who can most readily discuss this appeal with us.
2. State outright that your letter is an appeal. Include the following to identify the letter and the decision you are appealing:
 - Appellant name,
 - Applicant name and service provider name, if different from appellant,
 - Applicant BEN and Service Provider Identification Number (SPIN),
 - Form 471 Application Number 504027 as assigned by USAC,
 - "Funding Commitment Decision Letter for Funding Year 2006," AND
 - The exact text or the decision that you are appealing.

3. Please keep your letter to the point, and provide documentation to support your appeal. Be sure to keep a copy of your entire appeal, including any correspondence and documentation.
4. If you are the applicant, please provide a copy of your appeal to the service provider(s) affected by USAC's decision. If you are the service provider, please provide a copy of your appeal to the applicant(s) affected by USAC's decision.
5. Provide an authorized signature on your letter of appeal.

To submit your appeal to USAC by email, email your appeal to appeals@sl.universalservice.org. USAC will automatically reply to incoming emails to confirm receipt.

To submit your appeal to USAC by fax, fax your appeal to (973) 599-6542.

To submit your appeal to USAC on paper, send your appeal to:

Letter of Appeal
Schools and Libraries Division - Correspondence Unit
100 South Jefferson Road
P.O. Box 902
Whippany, New Jersey 07981

While we encourage you to resolve your appeal with USAC first, you have the option of filing an appeal directly with the Federal Communications Commission (FCC). You should refer to CC Docket No. 02-6 on the first page of your appeal to the FCC. Your appeal must be received by the FCC or postmarked within 60 days of the date of this letter. Failure to meet this requirement will result in automatic dismissal of your appeal. We strongly recommend that you use the electronic filing options described in the "Appeals Procedure" posted in the Reference Area of our website. If you are submitting your appeal via United States Postal Service, send to: FCC, Office of the Secretary, 445 12th Street SW, Washington, DC 20554.

NOTICE ON RULES AND FUNDS AVAILABILITY

An applicants' receipt of funding commitments is contingent on their compliance with all statutory, regulatory, and procedural requirements of the Schools and Libraries Program. Applicants who have received funding commitments continue to be subject to audits and other reviews that USAC and/or the FCC may undertake periodically to assure that funds that have been committed are being used in accordance with all such requirements. USAC may be required to reduce or cancel funding commitments that were not issued in accordance with such requirements, whether due to action or inaction, including but not limited to that by USAC, the applicant, or the service provider. USAC, and other appropriate authorities (including but not limited to the FCC), may pursue enforcement actions and other means of recourse to collect improperly disbursed funds. The timing of payment of invoices may also be affected by the availability of funds based on the amount of funds collected from contributing telecommunications companies.

Schools and Libraries Division
Universal Service Administrative Company

A GUIDE TO THE FUNDING COMMITMENT REPORT

A report for each funding request in your application is attached to this letter. We are providing the following definitions for the items in that report.

FORM 471 APPLICATION NUMBER: The unique identifier assigned to a Form 471 application by USAC.

FUNDING REQUEST NUMBER (FRN): A Funding Request Number is assigned by USAC to each Block 5 of your Form 471. This number is used to report to applicants and service providers the status of individual funding requests submitted.

FUNDING STATUS: Each FRN will have one of the following statuses:

1. "Funded" - the FRN is approved for support. The funding level will generally be the level requested unless USAC determined during the application review process that some adjustment is appropriate.
2. "Not Funded" - the FRN is one for which no funds were committed. The reason for the decision will be briefly explained in the "Funding Commitment Decision Explanation." An FRN may be "Not Funded" because the request does not comply with program rules, or because the total amount of funding available for the Funding Year was insufficient to fund all requests.
3. "As Yet Unfunded" - a temporary status assigned to an FRN when USAC is uncertain at the time the letter is sent about whether sufficient funds exist to make commitments for requests for Internal Connections Other than Basic Maintenance or Basic Maintenance of Internal Connections at a particular discount level. For example, if your application included requests for discounts on both Telecommunications Services and Internal Connections, you might receive a letter with funding commitments for your Telecommunications Services funding requests and with an "As Yet Unfunded" status on your Internal Connections requests. You would receive one or more subsequent letters regarding the funding decisions on your Internal Connections requests.

CATEGORY OF SERVICE: The type of service ordered from the service provider, as shown on your Form 471.

FORM 470 APPLICATION NUMBER: The Form 470 Application Number associated with this FRN from Block 5, Item 12 of the Form 471.

SPIN (Service Provider Identification Number): A unique number assigned by USAC to service providers seeking payment from the Universal Service Fund Programs. A SPIN is also used to verify delivery of services and to arrange for payment.

SERVICE PROVIDER NAME: The legal name of the service provider.

CONTRACT NUMBER: The number of the contract between the eligible party and the service provider, if a contract number was provided on your Form 471.

BILLING ACCOUNT NUMBER: The account number that your service provider has established with you for billing purposes, if a Billing Account Number was provided on your Form 471.

SERVICE START DATE: The Service Start Date for this FRN from Block 5, Item 19 of your Form 471.

CONTRACT EXPIRATION DATE: The Contract Expiration Date for this FRN from Block 5, Item 20b of your Form 471, if a contract expiration date was provided on your Form 471.

SITE IDENTIFIER: The Entity Number listed in Form 471, Block 5, Item 22a for "site specific" FRNs only.

NUMBER OF MONTHS RECURRING SERVICE PROVIDED IN FUNDING YEAR: The number of months of service that has been approved for the funding year, for recurring services.

ANNUAL PRE-DISCOUNT AMOUNT FOR ELIGIBLE RECURRING CHARGES: Eligible monthly pre-discount amount approved for recurring charges multiplied by number of months of recurring service approved for the funding year.

ANNUAL PRE-DISCOUNT AMOUNT FOR ELIGIBLE NON-RECURRING CHARGES: Annual eligible non-recurring charges approved for the funding year.

PRE-DISCOUNT AMOUNT: Amount in Form 471, Block 5, Item 23I, as determined through the application review process.

DISCOUNT PERCENTAGE APPROVED BY USAC: The discount rate that USAC approved for this service.

FUNDING COMMITMENT DECISION: The total amount of funding that USAC has reserved to reimburse your service provider for the approved discounts for this service for this funding year. It is important that both you and your service provider recognize that USAC should be invoiced and that disbursement of funds will be made only for eligible, approved services actually rendered.

FUNDING COMMITMENT DECISION EXPLANATION: This entry provides an explanation of the amount in the "Funding Commitment Decision."

FCDL DATE: The date of this Funding Commitment Decision Letter (FCDL).

WAVE NUMBER: The wave number assigned to FCDLs issued on this date.

LAST ALLOWABLE DATE FOR DELIVERY AND INSTALLATION FOR NON-RECURRING SERVICES: The last date approved by the FCC for delivery and installation of eligible non-recurring services (e.g., equipment). (The last allowable date for delivery and installation of recurring services is always the last day of the fund year, that is, June 30, 2007 for Funding Year 2006.)

FUNDING COMMITMENT REPORT
Billed Entity Name: HUNTINGDON SPECIAL SCHOOL DIST
BEN: 128478
Funding Year: 2006

Form 471 Application Number: 504027
Funding Request Number: 1390343
Funding Status: Not Funded
Category of Service: Internet Access
Form 470 Application Number: 979610000370126
SPIN: 143008159
Service Provider Name: Education Networks of America, Inc.
Contract Number: FA-02-14836-00
Billing Account Number: Huntingdon SSD
Service Start Date: 07/01/2006
Contract Expiration Date: 06/30/2007
Number of Months Recurring Service Provided in Funding Year: 12
Annual Pre-discount Amount for Eligible Recurring Charges: \$37,020.00
Annual Pre-discount Amount for Eligible Non-recurring Charges: \$.00
Pre-discount Amount: \$37,020.00
Discount Percentage Approved by the USAC: N/A
Funding Commitment Decision: \$0.00 - Selective - Tech Plan Required
Funding Commitment Decision Explanation: Documentation indicates that you did not have a written Technology Plan at the time the Form 470 was filed. FCC rules require applicants to have a written tech plan, at the time the Form 470 is filed, if they are seeking discounts for more than basic phone service.

FCDL Date: 09/19/2006

Wave Number: 022

Last Allowable Date for Delivery and Installation for Non-Recurring Services: 09/30/2007



Universal Service Administrative Company
Schools & Libraries Division

Administrator's Decision on Appeal – Funding Year 2006-2007

December 20, 2006

Lynn Twyman
Huntingdon Special School District
P.O. Box 648
Huntingdon, TN 38344-0648

Re: Applicant Name: HUNTINGDON SPECIAL SCHOOL DIST
Billed Entity Number: 128478
Form 471 Application Number: 504027
Funding Request Number(s): 1390343
Your Correspondence Dated: September 28, 2006

After thorough review and investigation of all relevant facts, the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) has made its decision in regard to your appeal of USAC's Funding Year 2006 Funding Commitment Decision Letter for the Application Number indicated above. This letter explains the basis of USAC's decision. The date of this letter begins the 60 day time period for appealing this decision to the Federal Communications Commission (FCC). If your Letter of Appeal included more than one Application Number, please note that you will receive a separate letter for each application.

Funding Request Number(s): 1390343
Decision on Appeal: **Denied**
Explanation:

- After thorough review of the appeal, the relevant facts, and documentation, it was determined that SLD's decision to deny the funding requests was correct. During the selective review, you were asked to provide the creation date for the year 2006-2011 Technology Plan submitted in response to the initial SRIR fax request. In the response dated July 20, 2006, your response stated the 2006-2011 Technology Plan was created May 15, 2006. The creation date came after the Form 470 posting date of November 21, 2005. Consequently, the Reviewer denied the funding requests because program rules require applicant's to have a written Technology Plan prior to posting the Form 470. Hence, SLD supports the initial Selective decision.

- On your Form 471, you certified that the recipients of products and/or service were covered by an individual and/or higher-level technology plan and that the technology plan had been approved or was in the process of being approved. During the review of your application, SLD requested that you provide a copy of your technology plan. Your technology plan covering the 2006 Funding year failed to meet program requirements because it was created after posting your Form 470.
- Your Form 471 requested funding for products and/or services other than basic local and long distance telephone service. FCC Rules require applicants to certify that the entities receiving products and/or services other than basic telephone service are covered by an individual and/or higher-level technology plan that has been, or is in the process of being approved. 47 C.F.R. sec. 54.504(c)(1)(iv) and (v); See Schools and Libraries Universal Service, Services Ordered and Certification Form, OMB 3060-0806 Block 6, Item 26 (FCC Form 471).

If your appeal has been approved, but funding has been reduced or denied, you may appeal these decisions to either USAC or the FCC. For appeals that have been denied in full, partially approved, dismissed, or canceled, you may file an appeal with the FCC. You should refer to CC Docket No. 02-6 on the first page of your appeal to the FCC. Your appeal must be received or postmarked within 60 days of the date on this letter. Failure to meet this requirement will result in automatic dismissal of your appeal. If you are submitting your appeal via United States Postal Service, send to: FCC, Office of the Secretary, 445 12th Street SW, Washington, DC 20554. Further information and options for filing an appeal directly with the FCC can be found in the "Appeals Procedure" posted in the Reference Area of the SLD section of the USAC website or by contacting the Client Service Bureau. We strongly recommend that you use the electronic filing options.

We thank you for your continued support, patience and cooperation during the appeal process.

Schools and Libraries Division
Universal Service Administrative Company

Lynn Twyman
Huntingdon Special School District
P.O. Box 648
Huntingdon, TN 38344-0648

Billed Entity Number: 128478
Form 471 Application Number: 504027
Form 486 Application Number:

Technology Plan #1

Goal: Technology will be implemented, integrated into all areas, and maintained responsibly to insure safety, improve teaching and learning, improve productivity and communication, and include all stakeholders.

**Key
Result
Area**

4

Name & Title of Plan Designer: Dr. Steve Peery
Director of Technology and Supervisor of
Federal Projects

Developers

HSSD Board of Education

Danny Truett, Director of Schools

Linda Bales, System Technology Coordinator

Teresa Davis, Supervisor of Instruction/Special Education

Leanne Bailey, Principal

Lynn Twyman, Principal

Angie Bunn, Principal

Revonda Sutton, Mary Nolen, Angie Bartholomew, Tonya Malone, Jean Caton,

Kim Larkins, Teachers

Bobby Ward, Vocational Advisory Board Chair

Tim Hilliard, Electrical Engineer

Dennis Gomer, Systems Engineer

Cindy Cole, Anissa Swenson, Janine Newman; Site Planning Team Chairpersons

Kathy Gentry, System Purchasing Agent/Secretary

Technology

CURRENT STATUS/Executive Summary:

- **Information Technology Strategy**

To utilize technology as one integrated component of the educational process in an effort to enhance productivity, to aid in creativity, to provide access to information and connectivity, and thereby to contribute to an enhanced lifestyle by maintaining the highest level feasible in research, user training, infrastructure, software, equipment, and peripherals.

- **Agency Information Technology Achievements**

Huntingdon High School and Middle School use Classworks: automated grade card. A curriculum database has been developed. One school has access to parent link 'homework hotline' by telephone (but does not use it). A staff development database has been developed and continues to be improved. A system inventory has been developed. The first step in developing system websites was completed in fall of 2002. Community training sessions and the county library partner to offer access to all stakeholders. All personnel have been trained using information technology. Training continues as applicable. Huntingdon Special School District will undergo training and implementation into the State Student Management System (SSMS) beginning in the summer of 2004 and continue until total implementation in fall 2005.

- **Major Information Resources Management Issues**

- Lack of personnel
- Maintaining equipment of the speed and capacity to run constantly changing (updated and improved) software
- Cost of technology and software
- Constant training of personnel in other areas required as well as technology
- Time required for changes
- Vast quantity of paper files
- File servers are not capable of running current Novell products – impending requirement for new servers
- Intensive training required for system to integrate into the new State Student Management System

Huntingdon Special School District Mission Statement

The technology mission of the Huntingdon Special School District is to utilize integration of technology as one component of the educational process. This is done in an effort to augment teaching and learning, to aid in creativity and communication, to provide access to information and connectivity, and thereby to contribute to an enhanced lifestyle. To do this the highest level feasible in research, staff and student education, infrastructure, equipment, software and peripherals must be maintained.

IA. Goals:

- Goal 1:** To enhance student safety, student achievement, and a desire for lifelong learning by integrating technology into all areas. (*Teacher effectiveness and Student achievement*)
- Goal 2:** Prepare educators to integrate technology to help students to meet high standards as defined by the State Board of Education Performance Model. (*Teacher effectiveness: Key Result Area 5 in System Plan*)
- Goal 3:** Promote the use of technology at all levels to assist students in meeting high academic standards as defined by the State Board of Education Performance Model. (*Student achievement*)
- Goal 4:** Promote the use of technology to implement career awareness and exploration programs and integrate employment skills into instructional programs (*Teacher effectiveness and Student achievement*)
- Goal 5:** To maintain the highest level feasible in research, infrastructure, equipment, and training (*Teacher effectiveness and Student achievement*)

B. Strategies:

Goal	Strategy: Pending Funding	Timeline
1	Top Section (BOLD REFERENCED NUMBER) represents technology goal in system plan Bottom numbers are performance goals by student and teacher populations; 2a (Grades K-3), 2b (Grades 4-8), and 3 (Grades 9-12)	
2a,2b,3	PLEASE SEE THOSE SECTIONS IN THE SYSTEM STRATEGIC PLAN	

1,2,3,4	Implement new State Student Management System (SSMS) to upgrade state reporting requirements Provide adequate training for the transition to the new SSMS Maintain high level of infrastructure and equipment Maintain high level of training for teachers Provide and maintain integrative technology and software to meet the needs of individuals Review the existing security system and revise as necessary to insure both student and data safety	Top Priority Random Order
2a,2b,3		
1,2,3,4	Research and add automated checkout in Primary School Library Trained substitute for three technology positions Additional labs for shared use by core area teachers Distance Learning Classroom(s) Provide assistive technology as needed	Items for future consideration in Random Order
2a,2b,3		
1,2,3,4,5	Provide technology including, but not limited to, software and hardware to meet the academic need/level of every student at every site especially at high poverty schools. <i>Modular teaching/learning stations in Technology Curriculum</i> <i>Devices (cameras, computers, printers, software) in classrooms/labs to support up to date textbooks and materials</i>	2003-2008→
2a,2b,3	<i>Classroom Performance Systems (CPS) for shared use by all teachers in class training for teachers who are reluctant to use technology.</i> <i>Computers on Wheels (COWs) or additional lab at the high school for in class use</i> <i>Software, training, and access in grades K-3 for core curriculum support to enhance gain in every sub-population (Light Span, Accelerated Math, Accelerated Reading, Cornerstones, Internet accessed software from school/home.</i>	
*	<i>Software, training, and access in grades 4-8 for core curriculum support to enhance gain in every sub-population (Advantage Reading, A+ Software, Accelerated Math, Accelerated Reading, Accelerated Writing, English Software, (online writing led by Grades 5 and 8 writing teachers), Cornerstones, Internet accesses software from school/home.</i>	

*	<i>Industry standard technology in vocational-technical areas</i>	
	<i>Capacity to maintain electronic career portfolios for students in grades 7-12. Initiative led by counselors.</i>	
1,2,3,4 2a,2b,3	Provide instruction and assistance in accessing/utilizing software/equipment to all students before, during, and after school	2004-2009→
1,2,3,4,5 2a,2b,3	Maintain and improve multi-media centers via continuous librarian training and support, access to electronic magazines, on-line research, video news services, and/or additional/other site needs. Initiative led by librarians.	2004-2009→
1,2,3,4 2a,2b,3	Provide staff development and on-sight coaches for integrating technology into core areas.	2004-2009→
1 2a,2b,3	Maintain and upgrade surveillance systems as needed at all sites for student safety.	2004-2009→
1,5 2a,2b,3	Implement State Student Management System (SSMS) at a high level including appropriate updates, software, training and personnel applicable to the management process. Initiative led by Technology Director, Technology Coordinator, Special Education Supervisor, and Central Office Secretaries	2004-2009→
1,2,5 2a,2b,3	Implement and maintain technology appropriate for parent communication. More communication will be available with the new SSMS. Maintain parent link capacity at Middle School. Investigate for the Primary School. (Principals, Technology Director, and Technology Coordinator)	2004-2009→
5 2a,2b,3	Maintain appropriate technology for securing and sending student records from and to other schools and for an improved system of archiving records. (Technology Director, High School Counselor and Principal)	2004-2009→
2,3 2a,2b,3	Improve method of providing test/student data to teachers from achievement tests and tracking gains in specific objectives. Inform/Train personnel in the use of the Tennessee Value-Added Assessment System (TVAAS) web site to monitor test/student data. (System Testing Coordinator and Federal Projects Secretaries)	2004-2009→
2,3,4,5 2a,2b,3	Insure opportunity for maximum appropriate utilization of technology in the content areas by maintaining and protecting up-to-date teacher technology including but not limited to software, hardware, presentation devices, infrastructure, networking, and staff development. (Principals, Directors, Technology Coordinator)	2004-2009→
2,3,5 2a,2b,3	Insure best fit of technology by matching most up-to-date machines with heavy duty users. Continue to place machines at levels of appropriate use until cost prohibitive. (Technology Coordinator, Principals, Directors)	2004-2009→
1,2,3,5 2a,2b,3	Insure that proper systematic methods are in place and are monitored to maintain security, student safety, and user responsibility pertinent to technology. Novell security, Border Manager or better, Anti-Viral software, employee signatures and <u>annual student/parent</u> signatures on file denoting privilege/responsibility for use/safety and security of Internet regulations, access to LAN and WAN shells and programs, etc. (Principals, Technology Director, Technology Coordinator, Teachers, Secretaries)	2004-2009→
1,2,3,4 2a,2b,3	Utilize teachers and students in facilitator/trainer roles for staff development in technology where applicable. Provide appropriate training for personnel. (Teachers/Principals/Supervisors)	2004-2009→

5 2a,2b,3	Evaluate all audio-visual equipment, facsimile machines, copiers, printers, cameras, calculators, and duplicators annually. Make recommendations as to technological needs at each site. (Technology Director, Technology Coordinator, Teachers, Librarians, Principals and site tech teams)	2004-2009→
1,2,3,4,5 2a,2b,3	Utilize site technology teams (components of system teams) to make recommendations, maintain, and improve systems at site, including existing and new appropriations (Site Curriculum Councils, District Curriculum Cabinet/Technology Team)	2004-2009→
2,3,4 2a,2b,3	Provide opportunities for integration of subject areas including technical, academic, and career exploration (Teacher teams, Principals, Support from project directors)	2004-2009→
5 2a,2b,3	Maintain a current study of technological innovations that can be integrated into subject areas (in a rapidly changing world), including distance learning possibilities, Internet activities, major networked automation in libraries, Marco Polo, and other opportunities (All District Personnel)	2004-2009→
3 2a,2b,3	Investigate additional and maintain current support and assistive (including perceptual and cognitive technology. (Teachers, Special Education Director, Principals)	2004-2009→
2 2a,2b,3	Assist teachers to utilize technology as an assist in their roles as facilitators of learning and not merely disseminators of information. (Technology Director, Technology Coordinator, Supervisor of Instruction/Special Education, Librarians, Principals, Teachers)	2004-2009→
2,3,4 2a,2b,3	Provide for meetings that will allow a time for input and information sharing. (Principals, Teams)	2004-2009→
2 2a,2b,3	Software upgrades and teacher training on grade/student management package as applicable. Much of this will come with the implementation of the new SSMS. (Technology Director, Technology Coordinator, Special Education Supervisor, Principals)	2004-2009→
1,2,3,4,5 2a,2b,3	Webmasters shall continue to develop and maintain web pages for the system and all schools. Web sites may be used as a communication tool among teachers and parents. Parent training sessions will be held to show parents how to access the curriculum. The Carroll County Library will provide access to this mode of communication to all community members. Webmasters shall be trained to provide training to teachers as applicable. (Technology Director, Technology Coordinator, System webmaster, Vocational Director, Supervisor of Instruction, Principals)	2004-2009→
1,3,4,5 2a,3	Install new telephone systems with voice mail, telephone handsets, and a paging intercom system. This will facilitate ease of operation within the individual buildings as well as enhancing student safety. (Technology Coordinator, Principals, Directors)	2004-2009→
1,2,3,4,5 2a,2b,3	Install video distribution system, media management system, and digital video system. This project will enhance overall student achievement by allowing video monitoring as well as video enhancement of the classroom. (Librarians, Technology Coordinator, Principals, Directors)	2004-2009→
1,2,3,4,5 2a,2b,3	Install wide area network (WAN) for wireless Internet connections to enhance internet service. This would end the reliance on state operated Internet service and greatly increase the schools' ability to function in a global environment thereby promoting integrative technology in the classroom. This would also facilitate the highest technology level possible in the areas of research, staff and student education, infrastructure, and peripherals. (All District Personnel)	2004-2009→

B. Utilization of Ed Tech Funds and E-rate Discounts

1. Ed Tech Funds – Ed Tech funds may be used to improve academic achievement and technology literacy through the purchase of computers and contracting with a technology coach to provide ongoing, sustained, effective training for teachers in the successful integration of technology into core areas.

2. E-rate discounts – E-rate discounts will be used to provide up-to-date equipment and services for the school district. Services may include, but are not limited to, recabling of existing buildings, video and multi-media distribution systems for all schools, telephone systems with voice mail and paging intercom capability for the Primary school and high school, and installation of a wide area network (WAN) for Internet connection within the school district. This is done in an effort to improve the academic achievement, and technology literacy of all students and to improve the capacity of all teachers to integrate technology into curriculum and instruction.

C. Strategy for using information technology and telecommunications to improve education or library services

1,2,3,4,5 2a,2b,3	Maintain and/or upgrade multi-media centers via continuous librarian training and support, access to electronic needs, including but not limited to, electronic magazines/reference materials, on-line catalogs for research, networked databases, Computers on Wheels, Classroom Performance Systems, video news services, and/or additional/other needs deemed appropriate by library media specialists. Initiative led by technology coaches, library media specialists, principals.	2004-2009→
1,2,3,4,5 3	Continue to investigate and implement as appropriate: Distance Learning to positively impact teachers and students.	2004-2009→
1,2,3,4,5 2a,2b,3	Maintain the highest quality teacher training and access to telecommunications in classrooms for students and teachers as is possible for increased academic gain.	2004-2009→
1,2,3,4,5 2a,2b,3	Open libraries and computer labs for extended school hours as is feasible by site to impact academic gain. Maintain libraries open for assisting students before and after school.	2004-2009→

D/E. Steps to Accessibility and Delivery of Specialized Curricula:

1. 100% of teachers K-12 and students have access to the Internet and networked software.
2. 100% of teachers K-12 have access to presentation software and devices.
3. Full school Local Area Networks and Internet connectivity will be maintained in all schools to provide access from classrooms, labs, or media centers.
4. Time on task and software support for specialized curricula in core academic areas based on individual need, in every sub-population, will increase to a minimum of 1.5 hours per week. Additional time will be given to high need populations in all grades. Students in grades 7 and 8 will have technology integration a minimum of 4.5 hours per week. **A+**,

and project development, Software will be implemented over a two-year period.

5. Access to core academic software and project development software will be available via Internet for students at home and through extended contract programs as chosen.
6. Extended contract will be used to provide before and after school access for students whose families wish to have teacher assistance.
7. Shared technology on wheels for K-12 will be accessed from media centers and from technology labs as appropriate, including but not limited to, Classroom Performance Systems, Computers on Wheels, laptop computers, and cameras. Scanners for large screen presentations will be used for specialized curricula.
8. Technology coaches and Library Media Specialists will lead teachers in the integration of technology into the classrooms throughout the school year.
9. Parents will have access to gain information and to provide input to teachers through technology.

II. Telecommunications Assessment:

Assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services as determined by the consolidated planning team from each school using ETOTE, faculty meetings, and other information:

Huntingdon Primary School:

Ethernet capability to include recabling of entire school	Video, audio, telephone cabling	Video Distribution System
Telephone system with voice mail	Intercom paging system	File Servers
Email server to include Fire Wall appliance	Zen Works for desktop computers (server software)	36 new teacher computers and printers
4 Classroom Performance System Units	4 Large screen projectors	4 Laptop computers
4 Technology carts	60 student computers	Software for reading and math
2 flatbed scanners	2 digital cameras	Automated links to district webpage
Integration training for teachers	Technology coach	In-school technology trainer shared with all sites
Wide Area Network for Internet Access		

Huntingdon Middle School:

Email server to include Fire Wall appliance	Video Distribution System	Software for reading, math, science, and social studies
52 student computers to access Internet	2 Laser printers	5 Classroom Performance System Units
5 Large screen projectors	5 Laptop computers	5 Technology carts
36 teacher computers and printers	2 flatbed scanners	2 digital cameras
Automated links to webpage	Integration training for teachers	Technology coach
In-school technology trainer shared with all sites.	Wide Area Network for Internet access	

Huntingdon High School:

Telecommunications infrastructure (and peripherals) in new and renovated area of facility	Email server to include Fire Wall appliance	Video, audio, and telephone cabling
Video Distribution System	Telephone system with voice mail	Intercom paging system
5 Classroom Performance System Units	5 large screen projectors	5 Laptop computers
5 Technology carts	Cabling for new/ renovated portions of the building	30 teacher computers to access Internet w/printers
2 Flatbed scanners	25 student computers with Internet access in new lab	2 digital cameras
Automated links to webpage	Integration training for teachers	2 SmartBoards
Technology coach	In-school technology trainer shared with all sites	Wide Area Network for Internet access

III. Promotion of Curricula and Teaching Strategies that Integrate Technology

HSSD will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction:

The principals' teams including, but not limited to, the technology coach, library media specialists, and core area teachers will work with the federal projects directors and technology coordinators to visit schools, read/review sources, research on the Internet, research periodicals, inquire of peers and study councils for best practices. Teachers and administrators will be taken on site for a closer investigation of best practices including technology, software, etc. Vendors are brought to sites where teachers and support personnel meet and review programs. Teachers are trained at the end of the year and small summer classes are set up to learn to use the technology. When school begins, there will be additional training for teachers. A site coach may be available to help teachers as they learn to integrate technology throughout the year. A

trained technology assistant may be available to be in the classroom with teachers until they are comfortable in the integration of new technology.

When textbooks are adopted, teachers in core areas will receive upgraded technology components because of the necessity to learn and run new programs.

1. Based on a review of relevant research:

Literature will be reviewed by teachers, library media specialists, supervisor of instruction, technology teachers and coaches, technology director, technology coordinator, special education supervisor, principals, and director of schools.

2. Aligned to Tennessee Instructional Technology Standards:

Standards alignment will be reviewed and determined by teachers and supervisor of instruction in the appropriate academic area after an in-depth examination of the software.

3. Lead to Improvements in Student Academic Achievement:

Additional time in core areas, as well as class time, will be used to integrate technology. Additional staff members will assist core teachers in testing students and placing them at the appropriate levels in A+ software. Classroom teachers and coaches will monitor students' achievement weekly. Students will work at individual levels to make additional gains.

4. Includes a timeline for this Integration:

Phase I: 100% of Title II and eligible Erate funds will be spent by June 30, 2005 for a continuing implementation of the Middle School Project.

Computers and software will be placed by January of 2005. (See pp 19-20 Item 4)

Phase II: The remaining computers and software for the middle school project will be in place by January of 2006. (See pp 19-20 Item 4)

This is an ongoing project began in the fall of 2003.

IV. Professional Development

Teachers will receive ongoing, sustained and effective professional development (annually and throughout the year). This training will take place in class, during planning time, during in service training, and at other individually scheduled sessions as appropriate.

V. Technology Type, Supporting Resources, and Shared Costs over 5-Year Period:

Description – Type – Pending Funding	Costs	Supporting Resources – Type	Funding Source	Additional Resources
Data, voice, and video cabling; network electronics, and wireless cabling and electronics for new and renovated areas of the high school	\$232,255	Service/Technology	Erate/LEA	
Telephone system with voice mail and telephone handsets for high school	\$33,740	Service/Technology	Erate/LEA	
Paging Intercom system and cabling for high school	\$31,670	Service/Technology	Erate/LEA	
Data, voice, and video cabling; network electronics and wireless cabling and electronics for middle school	\$249,770	Service/Technology	Erate/LEA	
Data, voice, and video cabling; network electronics and wireless cabling and electronics for primary school to change from Token Ring operation to Ethernet	\$433,140	Service/Technology	Erate/LEA	
Telephone system with voice mail and telephone handsets for primary school	\$34,230	Service/Technology	Erate/LEA	
Paging Intercom system and cabling for primary school	\$26,785	Service/Technology	Erate/LEA	
Video distribution, media management, and digital video				
High School	\$ 62,375			
Middle School	\$ 62,375			
Primary School	\$ 62,375			
Total:	\$187,125	Service/Technology	Erate/LEA	
Wide Area Network for Internet access to all sites	\$94,560 per year	Service/Technology	Erate/LEA	
File Servers	\$10,000 each	Print	LEA	Perkins, IDEA
Electronic Career Portfolios for Technical Students	\$1.00 per child	Software	Perkins	LEA
Border Manager Server or Fire Wall Appliance for email	\$17,350 per server	Software/Technology	Erate/LEA	
Zen Works for desktops (server software)	\$1,275	Software	LEA	Grant to be secured
Teacher computers to meet industry standards	\$1,500 each	Technology	Title VI, I, Perkins, IDEA	LEA
Printers	\$200-\$700 each	Technology	Title VI, I, IDEA, Perkins	LEA
CPS units for various programs of study	\$2,000 each	Technology/Software	Title VI, I, IDEA, Perkins	LEA
Large screen projectors for various programs of study	\$3,200 each	Technology	Title VI, I, IDEA, Perkins	LEA
Laptop computers for various programs of study	\$1,800 each	Technology	Title VI, I, IDEA, Perkins	LEA, McKinney-Vento
Carts for various programs of study	\$300 each	Furniture	Title VI, I, IDEA, Perkins	LEA
Student computers for various programs of study	\$1,200 each	Technology	Title IID, VI, I, IDEA, Perkins	LEA
Software for planning/higher order thinking, reading, and mathematics for various populations/programs of study	\$900 per grade, per subject + \$2,500 for management	Software	Title VI, I, IDEA, Perkins as appropriate	LEA, McKinney-Vento

Description – Type – Pending Funding	Costs	Supporting Resources – Type	Funding Source	Additional Resources
Software for science and social studies for various populations/programs of study	\$900 per grade, per subject + \$2,500 for management	Software	Title IID, VI, I, IDEA	LEA
Flatbed scanners	\$100 each	Technology	Title IID, I, VI, Perkins	LEA
Digital cameras	\$400 each	Technology	Title IID, I, VI, Perkins	LEA, McKinney-Vento
Science Cameras	\$800 each	Technology	Title VI, IID	LEA
Links to webpage for E-Commerce and Webpage Design	\$300 per site per year	Service, Software, and Training	Perkins	LEA
Teacher training in all new software and technological components	\$8,000	Service	Title IID	Title I, IIA, Special Ed, and Perkins
Hours for Extended School Day – Technology and parent involvement	\$8,000	Service	Extended Contract	McKinney-Vento
Technology Coach	\$4,500	Service	Title IID	WIA

1. Coordination of Technology Related Activities Supported with funds from other sources

The system consolidated planning team, the system technology department, and system curriculum cabinet determines priorities from input given by site technology and curriculum councils. These teams include input from all stakeholders. Interconnectivity is paramount in the decision-making process. Once the priorities have been established, Erate funds and HSSD funds (both BEP and local) will be the first funds addressed to meet prioritized needs. Title IID, Title V, Title VI, Title IIA will be used to address priorities at a second level (regulations maintained) and allocation/activities will be determined by a consolidated planning team. High poverty and high need considerations will be addressed. IDEA, Title I funds, Carl Perkins funds, and Stewart B. McKinney funds will be used to address specific populations. The Title I director and primary school principal will be directly involved in supporting and preparing to transition pre-school children and head Start children into the system.

Please note the Table on the previous pages.

2. Description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful uses of technology

Please note the Table; specifically Column C on previous pages.

VI. Evaluation and Accountability

1. Technology Cabinet (composed of site technology councils, principals, technology director, technology coordinator, federal projects director, supervisor of instruction, special education supervisor) will evaluate the program at the midpoint each year. Evaluation will be completed through principal observation, teacher self-assessment, and student survey. One hundred percent of teachers involved in the project will complete a

minimum of one integration activity and will maintain an informal portfolio of teacher effects. This will provide five integration activities per student. One hundred percent of students will have an electronic portfolio depicting integrative learning activities. Teachers will implement additional activities during the 2005-2006 school year.

2. One hundred percent of middle school students shall have been assigned coursework by teachers and shall have made academic progress on A+ software.
3. Training timesheets will be provided for technology coach.

VII. Parental Involvement

Every site has a web page that will provide a link to available networked software. Parent nights will continue to be established to show parents how to access the sites and the software. During parent/teacher visitation, labs will be open to train and encourage parents to visit the online sites. Also during parent/teacher conference, technology demonstrations will be on display for parents to see. Students will be available to demonstrate technology as appropriate. Additional personnel will be available in labs to assist parents. A parent/counselor newsletter will inform parents of opportunities.

VIII. Collaboration with Adult Literacy Service Providers

Huntingdon Special School District works in collaboration with the Carroll County School System (Carroll County Vocational-Technical Center) who is the county provider of adult literacy. The Carroll County Vocational-Technical Center is located on an adjacent campus to the Huntingdon High School. Huntingdon Special School District will work with the Carroll County Vocational-Technical Center to share equipment and teacher training as appropriate. Parents may accompany students and will have supervised access to library and technology in the Huntingdon Special School District when students are in programs after school.

IX. Children's Internet Protection Act (CIPA) Compliance

INTERNET ACCEPTABLE USE POLICY FOR PERSONNEL AND STUDENTS

1. FCC Form 479 – Compliant 0304 signed and filed by the Director of Schools
2. As of the development of the Technology Plan, the Education Networks of America **ENA** provides the **block and/or filter** for Internet access that protects against access by adults and minors to visual depictions that are obscene, child pornography, or – with respect to use of computers with Internet access by minors – harmful to minors.
3. The Huntingdon Special School District Board of Education has three policies: **Use of the Internet – Descriptor Code 4.406, Use of Electronic**

Mail – Descriptor Code 1.805 and Web Pages – Descriptor Code 4.407
which include the following:

- A. Access by minors to inappropriate matter on the Internet and World Wide Web
- B. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- C. Unauthorized access including hacking and other unlawful activities by minors online;
- D. Unauthorized disclosure, use, and dissemination of personal information regarding minors;
- E. Measures designed to restrict minors' access to materials harmful to minors; and
- F. Privacy as it pertains to publishing students' names on a web page maintained by the school district.

PROCEDURES FOR IMPLEMENTATION OF POLICY

- At the beginning of each school year student and staff members, in all Huntingdon Special School District schools, sign an Access Release and Authorization form stating that they have read and understand the Acceptable Use Policy for the HSSD.
- The student and staff Internet access forms for all schools are kept on file in the office of the principal.
- It is the responsibility of the principal to ensure that 100% of those accessing computers have this signature on file.
- Students are not permitted to have email accounts through the school email nor are they permitted to access personal email accounts through school stations.
- All site staff has access to GroupWise 2 – mail accounts.
- The Central Office uses Ten-Nash email accounts.

Public Notice and Hearing:

Please see the appendix for forms: Student and Staff

Also please see Public Notice and Hearing to address Technology Protection measures and Internet Safety Policy.

Technology Plan Criteria (TPC)

Tennessee's Enhancing Education Through Technology (Title IID: *Ed Tech*) and E-rate Discounts

or Verification that the School District Technology Plan

Qualifies and Meets Compliance Requirements for Funding and Discounts

BOX 1: for completion by school district use only)

School District:	Huntingdon Special School District		Date of plan:	FY 04 – FY 08
Contact Person:	Dr. Steve Peery	Phone:	731-986-2222	E-mail: peerys@k12tn.net
<input checked="" type="checkbox"/> School District hereby assures CIPA compliance as required by E-rate and Ed Tech (see Box 5 for CIPA requirements)				
Director of Schools' Signature:	(Signature on file)		(Box 4: Use only for resubmits)	This plan is resubmitted for additional review after an earlier review indicated revision was required before approval could be given.
Director of Schools' Name:	Danny Truett			
Date of Assurance:	May 5, 2003		Date of original review:	

Instructions:

The SCHOOL DISTRICT completes BOX 1 where signature by the Director of Schools signifies assurance of CIPA compliance. In BOX 2, the school district identifies the review criteria in COLUMN 1 to identify the information that must be included in the District Technology Plan in order to meet *Ed Tech* and E-rate requirements. For each criterion listed in Box 2, the school district completes COLUMN 3 to indicate where in the District Technology Plan the reviewers will find evidence that the specified criterion has been met. The school district indicates location by specific page number and paragraph number. Upon completing the form, the district submits the District Technology Plan and the complete TPC as follows: MAIL the District Technology Plan and completed TPC

Brenda Staggs

Tennessee Department of Education

6th Floor Andrew Johnson Tower

710 James Robertson Parkway

Nashville, TN 37243

AND E-MAIL by attachment an electronic copy of the completed TPC to Brenda.Staggs@state.tn.us

STATE REVIEWERS will examine indicated location to determine if criteria for Ed Tech and E-rate have been met. State reviewers will place a checkmark in COLUMN 2 if specified criterion HAS been met. NA preprinted in column 2 indicates the criterion does not apply to one of the governing requirements. State reviewers will use COLUMN 4 for comments especially in cases where criteria have not been met. State reviewers will complete BOX 3 and return the TPC by e-mail to the district contact person.

If the plan requires revision as indicated in BOX 3, the SCHOOL DISTRICT will revise the plan, complete another TPC including BOX 4 and resubmit within the time specified. BOX 5 provides reference to CIPA requirements delineated by USAC (e-rate) and Ed Tech legislation.

(SAMPLE BOX 2)

Column 1	Column 2	Column 3	Column 4
The Plan Includes (Criteria)	Minimum Met	Reference in School District Technology Plan (Cite the specific page number and paragraph where evidence will be found in the Technology Plan)	Reviewer Comments
	(for state office use only)		
	Ed. Tech E-rate	Page 20: Section B	(for completion by state reviewers)

Minimum Criteria Required for Enhancing Education Through Technology Funding, E-rate Discounts

(SAMPLE BOX 2: for completion by school district and state reviewers)

Column 1	Column 2	Column 3	Column 4
The Plan Includes (Criteria)	Minimum Met	Reference in School District Technology Plan (specify precise page number and paragraph)	Reviewer Comments
	(for state office use only)		
	Ed. Tech E-rate	Page 20 Section B	(for completion by state reviewers)

Goals and Strategies			
a. Goals – a description of specific goals, aligned with challenging State academic standards, for using advanced technology to improve student academic achievement.	Jb	Lac	Page 14 Section IA
b. Strategies for improving academic achievement and teacher effectiveness – a description of how Ed Tech funds and E-rate discounts will be used to improve the academic achievement, and technology literacy, of all students and to improve the capacity of all teachers to integrate technology effectively into curriculum and instruction.	Jb	NA	Pages 16 – 18 Section IB BATES (NOTE: funding reference for “ – a Description of how Ed Tech funds and E-rate Discounts will be used to improve...” is on pg 19
c. A strategy for using information technology and telecommunications to improve education or library services.	Jb	Lac	Page 19 C
d. Steps to increase accessibility – a description of the steps the school district will take to ensure that all students and teachers have increased access to technology. The description must include how Ed Tech funds will be used to help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 116 of Title I).	Jb	NA	Pages 19 and 20 C, D and E
e. Innovative delivery strategies – a description of how the school district will encourage the development and use of innovative strategies for the delivery of specialized curricula through the use of technology.	Jb	NA	Pages 20 C, D and E BATES: This is on p. 19

Telecommunications Assessment			
Assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.	Jb	Lac	Pages 20 and 21 Section II

Promotion of curricula and teaching strategies that integrate technology			
Description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction that:	Jb	NA	Page 22 Section III

a. Is based on a review of relevant research,	Jb	NA	Page 22 Section III a	
b. Is aligned to Tennessee Instructional Technology Standards. and	Jb	NA	Page 22 Section III b	BATES: NOTE: this item refers to aligning to the State student <u>technology</u> standards
c. will lead to improvements in student academic achievement.	Jb	NA	Page 22 Section IIIc	
d. and includes a <u>timeline</u> for this integration	Jb	NA	Page 22 Section III d refers to pages 19 and 20 sections D and E number 4	

Professional development

A description of how the school district will provide **ongoing, sustained** professional development for all school professionals to further the **effective** use of educational technology.

Jb Lac

Page 23 Section 4

Technology type and costs

Plan provides for a **sufficient budget** to acquire and support the **non-discounted** elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategies.

Jb

Lac

Page 24 Table 5 (Pending Funding)

BATES: COMMENT: excellent precision

a. Description of the **type and costs** of technology to be acquired with Ed Tech funds and E-rate discounts, including interoperability provisions.

Jb

Lac

Page 24 Table V Columns A and B

b. Description of how the applicant will **coordinate activities** funded through the Ed Tech program with technology-related activities supported with funds from other sources.

Jb

NA

Page 25 B

c. Description of the **supporting resources**, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and uses of technology.

Jb

Lac

Page 24 Table 5 Column C

Evaluation & Accountability

a. Description of an evaluation process that enables the district/schools to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

NA

Lac

Page 25 Section 6

b. A description of the process the school district will use to monitor progress and to evaluate the effectiveness of the funded activities in: integrating technology into classrooms, increasing the effectiveness of teachers, and enabling students to reach challenging State academic standards.

Jb

NA

Page 25 Section 6

Parental involvement

A description of how technology will be used to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used so parents can reinforce at home the instruction received at school.

Jb

NA

Page 25 Section VII

collaboration with adult literacy service providers

A description of how the program will be developed, where applicable, in collaboration with adult literacy service providers.

Jb

NA

Page 26 Section VIII

Children's Internet Protection Act (CIPA) Compliance

LEA assures that CIPA compliance has been met. See the requirements that follow.

Jb

Lac

Pages 26-27 Section IX and Appendices pages 52-59

OX 3: for completion by state reviewers only)

This is to certify that the submitted District Technology Plan was reviewed to determine whether it met the minimum criteria required for *Enhancing Technology Through Education* funding and *E-rate* discounts. Reviewer comments are summarized in Box 2 Column 4. If a specific component has not been checked in Column 2, reviewers could not certify that the plan met that particular minimum criterion. Plan must therefore be revised and resubmitted.

Date Reviewed: 5/30/3; 6/22/3

Initials of Reviewer(s):

LCothron;
JBates

Plan
expires:

June 30, 2006

Your plan meets minimum criteria to qualify for:

☒

Enhancing Education Through Technology Funding (Title II D: Ed Tech)

☒

E-Rate Discounts

Your plan requires REVISION as indicated in Box 2.

Resubmit
by:

ADDITIONAL REMARKS from Reviewer(s):

Nice job!

Technology Plan #2

Goal: Technology will be implemented, integrated into all areas, and maintained responsibly to insure safety, improve teaching and learning, improve productivity and communication, and include all stakeholders.

**Key
Result
Area**

1

Name & Title of Plan Designer: Dr. Steve Peery
Director of Technology and Supervisor of
Federal Projects

Developers

HSSD Board of Education
Lynn Twyman, Director of Schools
Linda Bales, System Technology Coordinator
Angie Bunn, Supervisor of Instruction/Special Education
Leanne Bailey, Principal
Pat Dillahunty, Principal
Mike Henson, Principal
Ginger Taylor, Mary Nolen, Angie Bartholomew, Tonya Malone, Jean Caton, Kim Larkins, Teachers
Bobby Ward, Vocational Advisory Board Chair
Tim Hilliard, Electrical Engineer
Dennis Gomer, Systems Engineer
Cindy Cole, Vikki Crossno, Teresa Baker, Site Planning Team Chairpersons
Kathy Gentry, System Purchasing Agent/Secretary

Technology Planning

CURRENT STATUS/Executive Summary:

- **Information Technology Strategy**
To utilize technology as one integrated component of the educational process in an effort to enhance productivity, to aid in creativity, to provide access to information and connectivity, and thereby to contribute to an enhanced lifestyle by maintaining the highest level feasible in research, user training, infrastructure, software, equipment, and peripherals.
- **Agency Information Technology Achievements**
Huntingdon High School and Middle School use Gradebook Portal in conjunction with SSMS: Automated grade card. A curriculum database has been developed. A staff development database has been developed and continues to be improved. A system inventory has been developed. Community training sessions and the county library partner to offer access to all stakeholders. All personnel have been trained using information technology. Training continues as applicable. Huntingdon Special School District has undergone training and implementation into the State Student Management System (SSMS) and is now fully operational in Star Student, Gradebook Portal, and Easy IEP. Teachers and counselors at the high school level are currently being trained in the usage of Plato software for credit recovery operations. The district is in the process of planning for a distance learning classroom environment. Websites functional for all areas in the district.
- **Major Information Resources Management Issues**
 - Maintaining equipment of the speed and capacity to run constantly changing (updated and improved) software
 - Cost of technology and software
 - Constant training of personnel in other areas required as well as technology
 - Time required for changes
 - File servers are not capable of running current Novell products – impending requirement for new servers
 - Continuous training required for system to integrate into the new State Student Management System
 - Technology changes taking place at the state level prior to software and hardware being operationally adequate to handle the change, (i.e. EIS, SSMS, to include all aspects).

Huntingdon Special School District Technology Mission Statement

The technology mission of the Huntingdon Special School District is to continually implement the integration of technology in an effort to augment teaching and learning, to aid in creativity and communication, to provide access to information and connectivity, and thereby contribute to an enhanced lifestyle.

IA. Goals:

- Goal 1:** To enhance student safety, student achievement, and a desire for lifelong learning by integrating technology into all areas. (*Teacher effectiveness and Student achievement*)
- Goal 2:** Prepare educators to integrate technology to help students to meet high standards as defined by the State Board of Education Performance Model. (*Teacher effectiveness*)
- Goal 3:** Promote the use of technology at all levels to assist students in meeting high academic standards as defined by the State Board of Education Performance Model. (*Student achievement*)
- Goal 4:** Promote the use of technology to implement career awareness and exploration programs and integrate employment skills into instructional programs (*Teacher effectiveness and Student achievement*)
- Goal 5:** To maintain the highest level feasible in research, infrastructure, equipment, and training (*Teacher effectiveness and Student achievement*)

B. Strategies:

Goal	Strategy: Pending Funding	Timeline
1	Top Section (BOLD REFERENCED NUMBER) represents technology goal in system plan Bottom numbers are performance goals by student and teacher populations; 1 (Grades K-3), 2 (Grades 4-8), and 3 (Grades 9-12)	
1,2,3	PLEASE SEE THOSE SECTIONS IN THE SYSTEM STRATEGIC PLAN	

1,2,3,4	Research and add automated checkout in Primary School Library Trained substitute for three technology positions Additional labs for shared use by core area teachers Distance Learning Classroom(s)	Items for future consideration in Random Order
1,2,3	Provide assistive technology as needed	
1,2,3,4,5	Provide technology including, but not limited to, software and hardware to meet the academic need/level of every student at every site especially at high poverty schools. <i>Modular teaching/learning stations in Technology Curriculum</i> <i>Devices (cameras, computers, printers, software) in classrooms/labs to support up to date textbooks and materials</i>	2006-2011→
1,2,3	<i>Classroom Performance Systems (CPS) for shared use by all teachers in class training for teachers who are reluctant to use technology.</i> <i>Computers on Wheels (COWs) or additional lab at the high school for in class use</i> <i>Software, training, and access in grades K-3 for core curriculum support to enhance gain in every sub-population (Accelerated Math, Accelerated Reading, Cornerstones, Internet accessed software from school/home.</i>	
*	<i>Software, training, and access in grades 4-8 for core curriculum support to enhance gain in every sub-population (Advantage Reading, A+ Software, Accelerated Math, Accelerated Reading, Accelerated Writing, English Software, (online writing led by Grades 5 and 8 writing teachers), Cornerstones, Internet accesses software from school/home.</i>	

*	<i>Industry standard technology in vocational-technical areas</i> <i>Capacity to maintain electronic career portfolios for students in grades 7-12. Initiative led by counselors.</i>	
1,2,3,4 1,2,3	Provide instruction and assistance in accessing/utilizing software/equipment to all students before, during, and after school	2006-2011→
1,2,3,4,5	Maintain and improve multi-media centers via continuous librarian training and support, access to electronic magazines, on-line research,	2006-

1,2,3	video news services, and/or additional/other site needs. Initiative led by librarians.	2011→
1 1,2	Maintain and upgrade surveillance systems as needed at Huntingdon Primary School and Huntingdon Middle School for student safety.	2006- 2011→
1,2,5 1,2,3	Implement and maintain technology appropriate for parent communication. More communication is now available with the new SSMS. Maintain links capacity at all schools.	2006- 2011→
5 2a,2b,3	Maintain appropriate technology for securing and sending student records from and to other schools and for an improved system of archiving records. (Technology Director, High School Counselor and Principal)	2006- 2011→
2,3 1,2,3	Continue improving methods of providing test/student data to teachers from achievement tests and tracking gains in specific objectives. Inform/Train personnel in the use of the Tennessee Value-Added Assessment System (TVAAS) web site to monitor test/student data. (System Testing Coordinator and Federal Projects Secretaries)	2006- 2011→
2,3,4,5 1,2,3	Insure opportunity for maximum appropriate utilization of technology in the content areas by maintaining and protecting up-to-date teacher technology including but not limited to software, hardware, presentation devices, infrastructure, networking, and staff development. (Principals, Directors, Technology Coordinator)	2006- 2011→
2,3,5 1,2,3	Insure best fit of technology by matching most up-to-date machines with heavy duty users. Continue to place machines at levels of appropriate use until cost prohibitive. (Technology Coordinator, Principals, Directors)	2006- 2011→
1,2,3,5 1,2,3	Insure that proper systematic methods are in place and are monitored to maintain security, student safety, and user responsibility pertinent to technology. Novell security, Border Manager or better, Anti-Viral software, employee signatures and <u>annual student/parent</u> signatures on file denoting privilege/responsibility for use/safety and security of Internet regulations, access to LAN and WAN shells and programs, etc. (Principals, Technology Director, Technology Coordinator, Teachers, Secretaries)	2006- 2011→
1,2,3,4 1,2,3	Utilize teachers and students in facilitator/trainer roles for staff development in technology where applicable. Provide appropriate training for personnel. (Teachers/Principals/Supervisors)	2006- 2011→
5 1,2,3	Evaluate all audio-visual equipment, facsimile machines, copiers, printers, cameras, calculators, and duplicators annually. Make recommendations as to technological needs at each site. (Technology Director, Technology Coordinator, Teachers, Librarians, Principals and site tech teams)	2006- 2011→
1,2,3,4,5 1,2,3	Utilize site technology teams (components of system teams) to make recommendations, maintain, and improve systems at site, including existing and new appropriations (Site Curriculum Councils, District Curriculum Cabinet/Technology Team)	2006- 2011→
2,3,4 1,2,3	Provide opportunities for integration of subject areas including technical, academic, and career exploration (Teacher teams, Principals, Support from project directors)	2006- 2011→
5 1,2,3	Maintain a current study of technological innovations that can be integrated into subject areas (in a rapidly changing world), including distance learning and Credit Recovery possibilities, Internet activities, major networked automation in libraries, Plato, and other opportunities (All District Personnel)	2006- 2011→

3 1,2,3	Investigate additional and maintain current support and assistive (including perceptual and cognitive technology. (Teachers, Special Education Director, Principals)	2006-2011→
2 1,2,3	Assist teachers in utilizing technology as a tool in their roles as facilitators of learning and not merely disseminators of information. (Technology Director, Technology Coordinator, Supervisor of Instruction/Special Education, Librarians, Principals, Teachers)	2006-2011→
2,3,4 1,2,3	Provide for meetings that will allow a time for input and information sharing. (Principals, Teams)	2006-2011→
2 1,2,3	Software upgrades and teacher training on grade/student management package as applicable. (Technology Director, Technology Coordinator, Special Education Supervisor, Principals)	2006-2011→
1,2,3,4,5 1,2,3	Webmasters shall continue to develop and maintain web pages for the system and all schools. Web sites may be used as a communication tool among teachers and parents. The Carroll County Library will provide access to this mode of communication to all community members. Webmasters shall continue to be trained. (Technology Director, Technology Coordinator, System webmaster, Vocational Director, Supervisor of Instruction, Principals)	2006-2011→
1,3,4,5 1,3	Install new telephone systems with voice mail, telephone handsets, and a paging intercom system. This will facilitate ease of operation within the individual buildings as well as enhancing student safety. (Technology Coordinator, Principals, Directors)	2006-2011→
1,2,3,4,5 1,2,3	Install video distribution system, media management system, and digital video system. This project will enhance overall student achievement by allowing video monitoring as well as video enhancement of the classroom. (Librarians, Technology Coordinator, Principals, Directors)	2006-2011→

B. Utilization of Ed Tech Funds and E-rate Discounts

1. Ed Tech Funds – Ed Tech funds may be used to improve academic achievement and technology literacy through the purchase of computers and contracting with a technology trainer to provide ongoing, sustained, effective training for teachers in the successful integration of technology into core areas.

2. E-rate discounts – E-rate discounts will be used to provide up-to-date equipment and services for the school district. Services may include, but are not limited to, recabling of existing buildings, video and multi-media distribution systems for all schools, telephone systems with voice mail and paging intercom capability for the Primary school and high school, and installation of a wide area network (WAN) for Internet connection within the school district. This is done in an effort to improve the academic achievement, and technology literacy of all students and to improve the capacity of all teachers to integrate technology into curriculum and instruction.

C. Strategy for using information technology and telecommunications to improve education or library services

1,2,3,4,5 1,2,3	Maintain and/or upgrade multi-media centers via continuous librarian training and support, access to electronic needs, including but not limited to, electronic magazines/reference materials, on-line catalogs for research, networked databases, Computers on Wheels, Classroom Performance Systems, video news services, and/or additional/other needs deemed appropriate by library media specialists. Initiative led by technology trainer, library media specialists, principals.	2006-2011→
1,2,3,4,5 3	Implement Distance Learning to positively impact teachers and students.	2006-2011→
1,2,3,4,5 1,2,3	Maintain the highest quality teacher training and access to telecommunications in classrooms for students and teachers as is possible for increased academic gain.	2006-2011→
1,2,3,4,5 1,2,3	Open libraries and computer labs for extended school hours as is feasible by site to impact academic gain. Maintain libraries open for assisting students before and after school.	2006-2011→
1,2,3,4,5 3	Develop a Credit Recovery system to assist high school students in recovering lost credits. This will aid students in graduating and help increase the district's graduation rate.	2006-2011→

D/E. Steps to Accessibility and Delivery of Specialized Curricula:

1. 100% of teachers K-12 and students have access to the Internet and networked software.
2. 100% of teachers K-12 have access to presentation software and devices.
3. Full school Local Area Networks and Internet connectivity will be maintained in all schools to provide access from classrooms, labs, or media centers.
4. Time on task and software support for specialized curricula in core academic areas based on individual need, in every sub-population, will increase to a minimum of 1.5 hours per week. Additional time will be given to high need populations in all grades. Students in grades 7 and 8 will have technology integration a minimum of 4.5 hours per week. **A+, and project development, Software will be implemented over a two-year period.**
5. Access to core academic software and project development software will be available via Internet for students at home and through extended contract programs as chosen.
6. Extended contract will be used to provide before and after school access for students whose families wish to have teacher assistance.
7. Shared technology on wheels for K-12 will be accessed from media centers and from technology labs as appropriate, including but not limited to, Classroom Performance Systems, Computers on Wheels, laptop computers, and cameras. Scanners for large screen presentations will be used for specialized curricula.

8. Technology coaches and Library Media Specialists will lead teachers in the integration of technology into the classrooms throughout the school year.
9. Parents will have access to gain information and to provide input to teachers through technology.

II. Telecommunications Assessment:

Assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services as determined by the consolidated planning team from each school using faculty meetings and other information:

Huntingdon Primary School:

Ethernet capability to include recabling of entire school	Video, audio, telephone cabling	Video Distribution System
Telephone system with voice mail	Intercom paging system	File Servers
Email server to include Fire Wall appliance	Integration training for teachers	Wide Area Network for Internet Access
2 Classroom Performance System Units	1 Large screen projector	4 Laptop computers
2 Technology carts	In-school technology trainer shared with all sites	

Huntingdon Middle School:

Email server to include Fire Wall appliance	Video Distribution System	Software for reading, math, science, and social studies
In-school technology trainer shared with all sites.	Integration training for teachers	2 Classroom Performance System Units
3 Large screen projectors	2 Laptop computers	2 Technology carts
Wide Area Network for Internet access	Technology coach	2 digital cameras

Huntingdon High School:

Telecommunications infrastructure (and peripherals) in new and renovated area of facility	Email server to include Fire Wall appliance	Video, audio, and telephone cabling
Video Distribution System	Telephone system with voice mail	Intercom paging system
2 Classroom Performance System Units	2 large screen projectors	Credit Recovery Software
2 Technology carts	Cabling for new/ renovated portions of the building	Distance Learning Classroom
Technology coach	Integration training for teachers	2 SmartBoards
In-school technology trainer shared with all sites	Wide Area Network for Internet access	

III. Promotion of Curricula and Teaching Strategies that Integrate Technology

HSSD will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction:

The principals' teams including, but not limited to, the library media specialists and core area teachers will work with the federal projects directors and technology coordinators to visit schools, read/review sources, research on the Internet, research periodicals, inquire of peers and study councils for best practices. Teachers and administrators will be taken on site for a closer investigation of best practices including technology, software, etc. Vendors are brought to sites where teachers and support personnel meet and review programs. Teachers are trained at the end of the year and small summer classes are set up to learn to use the technology. When school begins, there will be additional training for teachers. A site coach may be available to help teachers as they learn to integrate technology throughout the year. A trained technology assistant may be available to be in the classroom with teachers until they are comfortable in the integration of new technology.

When textbooks are adopted, teachers in core areas will receive upgraded technology components because of the necessity to learn and run new programs.

1. Based on a review of relevant research:

Literature will be reviewed by teachers, library media specialists, supervisor of instruction, technology teachers and coaches, technology director, technology coordinator, special education supervisor, principals, and director of schools.

2. Aligned to Tennessee Instructional Technology Standards:

Standards alignment will be reviewed and determined by teachers and supervisor of instruction in the appropriate academic area after an in-depth examination of the software.

3. Lead to Improvements in Student Academic Achievement:

Additional time in core areas, as well as class time, will be used to integrate technology. Additional staff members will assist core teachers in testing students and placing them at the appropriate levels in A+ software. Classroom teachers and coaches will monitor students' achievement weekly. Students will work at individual levels to make additional gains.

IV. Professional Development

Teachers will receive ongoing, sustained and effective professional development (annually and throughout the year). This training will take place in class, during planning time, during in service training, and at other individually scheduled sessions as appropriate.

V. Technology Type, Supporting Resources, and Shared Costs over 5-Year Period:

Description – Type – Pending Funding	Costs	Supporting Resources – Type	Funding Source	Additional Resources
Data, voice, and video cabling; network electronics, and wireless cabling and electronics for new and renovated areas of the high school	\$232,255	Service/ Technology	Erate/LEA	
Telephone system with voice mail and telephone handsets for high school	\$33,740	Service/ Technology	Erate/LEA	
Paging Intercom system and cabling for high school	\$31,670	Service/ Technology	Erate/LEA	
Data, voice, and video cabling; network electronics and wireless cabling and electronics for middle school	\$249,770	Service/ Technology	Erate/LEA	
Data, voice, and video cabling; network electronics and wireless cabling and electronics for primary school to change from Token Ring operation to Ethernet	\$433,140	Service/ Technology	Erate/LEA	
Telephone system with voice mail and telephone handsets for primary school	\$34,230	Service/ Technology	Erate/LEA	
Paging Intercom system and cabling for primary school	\$26,785	Service/ Technology	Erate/LEA	
Video distribution, media management, and digital video				
High School	\$ 62,375			
Middle School	\$ 62,375			
Primary School	\$ 62,375	Service/ Technology	Erate/LEA	
Total:	\$187,125			
Wide Area Network for Internet access to all sites	\$94,560 per year	Service/ Technology	Erate/LEA	
File Servers	\$10,000 each	Print	LEA	Perkins, IDIEA
Electronic Career Portfolios for Technical Students	\$1.00 per child	Software	Perkins	LEA
Border Manager Server or Fire Wall Appliance for email	\$17,350 per server	Software/ Technology	Erate/LEA	
Printers	\$200-\$700 each	Technology	Title V, I, IDIEA, Perkins	LEA
CPS units for various programs of study	\$2,000 each	Technology/ Software	Title V, I, IDIEA, Perkins	LEA

Description – Type – Pending Funding	Costs	Supporting Resources – Type	Funding Source	Additional Resources
Large screen projectors for various programs of study	\$3,200 each	Technology	Title VI I, IDIEA, Perkins	LEA
Laptop computers for various programs of study	\$1,800 each	Technology	Title V, I, IDIEA, Perkins	LEA, McKinney-Vento
Carts for various programs of study	\$300 each	Furniture	Title V, I, IDIEA, Perkins	LEA
Student computers for various programs of study	\$1,200 each	Technology	Title IID, V, I, IDIEA, Perkins	LEA
Software for planning/higher order thinking, reading, and mathematics for various populations/programs of study	\$900 per grade, per subject + \$2,500 for management	Software	Title V, I, IDEA, Perkins as appropriate	LEA, McKinney-Vento
Software for science and social studies for various populations/programs of study	\$900 per grade, per subject + \$2,500 for management	Software	Title IID, V, I, IDIEA	LEA
Digital cameras	\$500 each	Technology	Title IID, I, V, Perkins	LEA, McKinney-Vento
Links to webpage for E-Commerce and Webpage Design	\$300 per site per year	Service, Software, and Training	Perkins	LEA
Hours for Extended School Day – Technology and parent involvement	\$8,000	Service	Extended Contract	McKinney-Vento

1. Coordination of Technology Related Activities Supported with funds from other sources

The system consolidated planning team, the system technology department, and system curriculum cabinet determines priorities from input given by site technology and curriculum councils. These teams include input from all stakeholders. Interconnectivity is paramount in the decision-making process. Once the priorities have been established, Erate funds and HSSD funds (both BEP and local) will be the first funds addressed to meet prioritized needs. Title IID, Title V, Title VI, Title IIA will be used to address priorities at a second level (regulations maintained) and allocation/activities will be determined by a consolidated planning team. High poverty and high need considerations will be addressed. IDIEA, Title I funds, Carl Perkins funds, and Stewart B. McKinney funds will be used to address specific populations. The Title I director and primary school principal will be directly involved in supporting and preparing to transition pre-school children and Head Start children into the system.

Please note the Table on the previous pages.

2. Description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful uses of technology

Please note the Table; specifically Column C on previous pages.

VI. Evaluation and Accountability

1. Technology Cabinet (composed of site technology councils, principals, technology director, technology coordinator, federal projects director,

- supervisor of instruction, special education supervisor) will evaluate the program at the midpoint each year. Evaluation will be completed through principal observation, teacher self-assessment, and student survey
2. One hundred percent of middle school students shall have been assigned coursework by teachers and shall have made academic progress on A+ software.
 3. Training timesheets will be provided for technology coach.

VII. Parental Involvement

Every site has a web page that will provide a link to available networked software. Parent nights will continue to be established to show parents how to access the sites and the software. During parent/teacher visitation, labs will be open to train and encourage parents to visit the online sites. Also during parent/teacher conference, technology demonstrations will be on display for parents to see. Students will be available to demonstrate technology as appropriate. Additional personnel will be available in labs to assist parents. A parent/counselor newsletter will inform parents of opportunities.

VIII. Collaboration with Adult Literacy Service Providers

Huntingdon Special School District works in collaboration with the Carroll County School System (Carroll County Vocational-Technical Center) who is the county provider of adult literacy. The Carroll County Vocational-Technical Center is located on an adjacent campus to the Huntingdon High School. Huntingdon Special School District will work with the Carroll County Vocational-Technical Center to share equipment and teacher training as appropriate. Parents may accompany students and will have supervised access to library and technology in the Huntingdon Special School District when students are in programs after school.

IX. Children's Internet Protection Act (CIPA) Compliance

INTERNET ACCEPTABLE USE POLICY FOR PERSONNEL AND STUDENTS

1. FCC Form 479 – Compliant 0607 signed and filed by the Director of Schools
2. As of the development of the Technology Plan, the Education Networks of America **ENA** provides the **block and/or filter** for Internet access that protects against access by adults and minors to visual depictions that are obscene, child pornography, or – with respect to use of computers with Internet access by minors – harmful to minors.
3. The Huntingdon Special School District Board of Education has three policies: **Use of the Internet – Descriptor Code 4.406, Use of Electronic Mail – Descriptor Code 1.805 and Web Pages – Descriptor Code 4.407** which include the following:

- A. Access by minors to inappropriate matter on the Internet and World Wide Web
- B. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- C. Unauthorized access including hacking and other unlawful activities by minors online;
- D. Unauthorized disclosure, use, and dissemination of personal information regarding minors;
- E. Measures designed to restrict minors' access to materials harmful to minors; and
- F. Privacy as it pertains to publishing students' names on a web page maintained by the school district.

PROCEDURES FOR IMPLEMENTATION OF POLICY

- At the beginning of each school year student and staff members, in all Huntingdon Special School District schools, sign an Access Release and Authorization form stating that they have read and understand the Acceptable Use Policy for the HSSD.
- The student and staff Internet access forms for all schools are kept on file in the office of the principal.
- It is the responsibility of the principal to ensure that 100% of those accessing computers have this signature on file.
- Students are not permitted to have email accounts through the school email nor are they permitted to access personal email accounts through school stations.
- All site staff has access to GroupWise 2 – mail accounts.
- The Central Office uses Ten-Nash email accounts.

Technology Plan Approval

The Tennessee Department of Education, Lisa Howard, is certified by the Universal Service Administrative Company to approve technology plans for participation in the Schools and Libraries Program.

Huntington Special Schools has a technology plan that has met the standards and criteria outlined in the following checklist. The approved technology plan is contained in Component 5 and the Compliance Matrix of the Tennessee Comprehensive Systemwide Planning Process (TCSPP) and the Division of Funds Spreadsheet for Title II-D.

This technology plan is valid from **July 1, 2006** until **June 30, 2009**.

Checklist

Successful technology plans align the overall education or library service improvement objectives with the following five criteria. To qualify as an approved technology plan for a Schools and Libraries Program discount, the plan must meet these criteria.

☒ The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

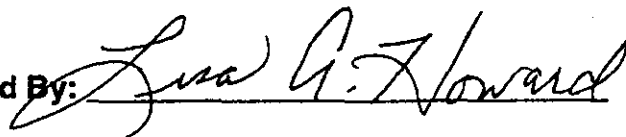
☒ The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

☒ The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

☒ The plan provides a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development and other services that will be needed to implement the strategy.

☒ The plan includes an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities and they arise.

Approved By:



Date: 6-28-2006

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